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High School Course of Study Series

**PART TWO
SECTION IX VII**

MISCELLANEOUS

Published by
**DEPARTMENT OF PUBLIC INSTRUCTION
TERRITORY OF HAWAII
September 1, 1927**

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SECTION IX

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Hawaii (1927)

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Instruction,
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Sections Included in Part Two
of
High School Course of Study Series

Section I—COMMERCIAL

(Prepared in Mimeograph form only)

Advertising—Bookkeeping—Business English—Commercial Law
—Elementary Business Training—Junior Business Training—
Office Machine Practice—Office Training—Salesmanship—
Shorthand—Typing.

Section II—ENGLISH

English—English (1 and 2)—English (3 and 4)—English (5 and
6)—English (7 and 8)—English Reading Lists—Argumentation
—Dramatics—Journalism—Library Training—Public Speaking.

Section III—FOREIGN LANGUAGES

Chinese — French — Hawaiian — Japanese — Korean — Latin
—Spanish.

Section IV—MATHEMATICS

Algebra, Elementary—Algebra, Advanced—Business Arithmetic
—Geometry, Plane—Geometry, Solid—High School Mathematics
(Special)—Trigonometry.

Section V—SCIENCE

Agriculture — Astronomy — Biology — Chemistry — Geology
—General Science (2 Semesters)—Elementary Science (1
semester)—Physics.

Section VI—SOCIAL SCIENCE

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General—Elementary Civics and Occupational Civics—Com-
mercial Geography—Economics—Hawaiian History—History of
Industry—Modern History—Oriental History—United States
History—World History.

Section VII—HOUSEHOLD ECONOMICS

(Prepared in Mimeograph form only)

Cafeteria Management—Cooking (Elementary and Advanced)—
Home Management—Sewing (Elementary and Advanced).

(Note: For Vocational Home Making see another pamphlet
published by the Department of Public Instruction.)

Section VIII—MANUAL AND VOCATIONAL EDUCATION

(Prepared in Mimeograph form only)

Agriculture — Auto Mechanics — Metal Working — Mechanical
Drawing—Wood Working.

Section IX—MISCELLANEOUS

Graphic Art—Freehand Drawing—Design—Commercial Art—
Hawaiian Arts—Music—Physical Education.

INTRODUCTION

Feeling the need for a more complete standardization of high school work, a tentative Course of Study was drawn up in 1924 with the cooperation of the high school principals. This Course of Study was put out in mimeographed form for experimental use in all high schools of the Territory. As the result of invited criticisms and suggestions, a revision was mimeographed in 1925. It was then expected that the Course of Study would be printed in 1926. The "Teachers' Manual" was published September 1, 1926, as Part I of the High School Course of Study Series. The separate courses of study themselves were delayed until 1927, so that more changes might be incorporated.

Although this Course of Study has gone through three revisions, it is still far from complete, because changes in both theory and practice must be made continually if any school system is to keep abreast of the needs of its students. This series is, however, offered now in printed form, so that it can have a wider distribution. It is hoped that every teacher will take a keen interest in interpreting the subject matter of the classroom to fit the individual needs of the students, and that this Course of Study outline will be suggestive and helpful in leading the way.

The separate courses of study have been worked out entirely by the schools themselves, through the splendid cooperation and loyal effort of both principals and teachers. Special thanks are due the High School Course of Study Committee, which has compiled and revised the completed series. The committee is as follows:

General Chairman

Mr. Miles E. Cary, Principal of McKinley High School.

Central Committee

Mr. J. P. Buller, Vice-Principal, McKinley High School.
Mr. James R. Coxen, Territorial Director of Vocational Education.
Mrs. Lura J. Loader, Teacher of English at McKinley High School.
Mr. Oren E. Long, Deputy Superintendent of Public Instruction.
Mr. T. M. Livesay, Professor of Education, University of Hawaii.
Mr. Robert R. Spencer, Principal of Washington Junior High School.
Dr. Ross B. Wiley, Director of Research, Department of Public Instruction.
Mr. Benj. O. Wist, President of the Territorial Normal School.

General Committee

Mr. F. A. Clowes, Principal Leilehua High School.
Mr. Clyde E. Crawford, Principal, Konawaena High School.
Mr. F. E. Howard, Principal, Maui High School.
Mr. W. Harold Loper, Principal, Kauai High School.
Mr. Richard E. Meyer, Principal, Hilo High School.
Mr. H. Alton Rogers, Principal, Lahainaluna High School.
Mr. Harlan M. Roberts, Principal, Kohala High School.

WILL C. CRAWFORD,
Superintendent of Public Instruction.

High School Course of Study Series

Part Two

Section IX—Miscellaneous

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High School Course of Study Series

PART TWO

GENERAL STATEMENT

The central aims of secondary education have been outlined in Part One of the high school course of study. An attempt will be made in the following outlines to establish a basis for the actual class-room procedure in accordance with those aims.

Those persons who have been closely associated with the work of the various committees will realize that it has been a tremendous task to harmonize the work of some seventeen committees where the members of all committees (except the Central Committee) were scattered throughout the islands.

THE GENERAL PLAN

In order that all committees might have a common point of departure in their work the following basic directions were drawn up by the Central Committee:

1. Be specific in your statements; generalizations often lead afield.
2. Secondary education is more concerned with the activities of the individual than it is with making the student's mind a storehouse of information.
3. In so far as possible every teacher and every recitation is concerned with the three elements of social efficiency, namely: efficiency of government, efficiency of industry, and efficiency of home. In other words our various subjects are not so many airtight compartments each concerned only with a narrow range of purposes. Each teacher who works on the course of study should endeavor to see that through the pupil activities, provided for in each subject, definite growth will be realized in the direction of the **socially efficient** individual.
4. Examine all of your contributions in the light of the major aims of education as outlined in Part One of the Teachers' Manual.
5. A minute arrangement of the subject matter by weeks and months is not wanted. Every teacher, worthy of the name, is capable of doing this. But what is wanted is a general outline of the basic amount of work to be covered by each subject.
6. It is expected that slower pupils will not be able to cover the basic amount of work outlined in each subject. Modifications in subject matter will need to be made for slow students.

The following quotation, taken from the National Educational Association research bulletin entitled, "Keeping Pace with the Advancing Curriculum," was adopted by the Central Committee in order to establish the dominant tone of these outlines:

"The teacher is a trained observer who guides the interests of her pupils into activities that are purposeful and which have social value. In the classroom, the subject matter is still subordinate to activities. Whereas the teacher has clearly in mind a unified and carefully organized core of subject-matter, she does not rigidly require that it shall be covered in any set order."

The course of study outlines which follow represent the work and interest of many persons. These outlines have been printed in pamphlet form for the convenience of teachers. However, this does

not mean that the course of study work is complete. This work can never be complete, but must continuously give due consideration to the needs of our ever-changing society. However, with these outlines as a point of departure each teacher is urged to carry forward the work; and the real test of the value of these outlines will be the extent to which they are used.

It should be clearly understood by all that these outlines are a guide, rather than a hitching post.

SCHOOL ECONOMY

CLASSROOM ECONOMY: This is an essential factor in school work. Every minute wasted is a loss of as many minutes as there are students in the class. This may amount to many hours, even days or weeks for the school year. Efficiency is the watchword in both business and education. Classroom economy demands:

1. Beginning work at the ringing of the last bell—or before if the class is assembled.
2. Seating of students so that roll may be called by inspection in a fraction of a minute.
3. Good order at all times—loud talking and boisterous conduct should not be allowed even between classes.
4. Attention to the work in hand—reading papers, preparing lessons for other classes and sitting listlessly should not be tolerated.
5. That assignments be definite and clear, and at the beginning of the recitation period; unless the principles under discussion lead logically to new principles to be assigned for study later.
6. System in passing out papers, laboratory material, books, and supplies.
7. Proper ventilation and adjustment of shades to regulate the light.
8. Cheerfulness at all times and occasional praise for excellence as incentives for good work.
9. Prompt dismissal at the ringing of the first bell.

STUDY-HALL ECONOMY: The following rules should be firmly enforced:

1. Independent work on the part of every student.
2. Order—no whispering or talking.
3. Punctuality.
4. Industry.
5. System in roll call.
6. System in dismissing students to go to the library.

HALL ECONOMY: A great deal of time is wasted in the halls and corridors. Tardiness is frequently due to this fact. This waste may be reduced to minimum if students are urged:

1. To walk lively, but orderly.
2. To follow the rule of keeping to the right, or left, as the case may be.
3. To take the shortest route.
4. To refrain from whistling and boisterousness at all times.
5. To take pride in good order and promptness to class.

During school hours the school is a work shop. If teachers are able to establish in the school the same spirit of work and application which one expects to find in a work shop then the school will be approaching the ideal in the matter of working efficiency.

SOME FUNDAMENTAL CONSIDERATIONS

It should be the desire of each high school teacher to give every student, who comes under his instruction, a training commensurate with the capacity of that student.

This is also the aim of the Department of Public Instruction. The general aims of secondary education have been outlined in Part One of this series.

The primary purpose of Part Two is to outline in a general way the aims and content of each subject offered.

This procedure seems to be necessary in order to coordinate the work of the various secondary schools of the Territory.

But in addition to outlining the formal work of each class, it may also be necessary to add a suggestion or two regarding the place which the formal subject matter should play in the class work.

1. The subject matter of any course should be considered as a means to an end, rather than the end.
2. If the subject matter of a course is to be used as a tool then the student should know how to use this tool, or tools. In general the student should be led to use his facts and skills in the solution of problems. The problems, or projects, should be those which have an appeal to the student; better, they should be the student's problems. If, as has just been stated, subject matter is a tool it must be a tool to some end. It must serve some purpose. For the teacher to be conscious of this purpose is not enough. The pupil must also be conscious of it. Otherwise that which is intended to serve him as a tool is mere useless rubbish to him. Furthermore, it should be borne in mind in this connection that purpose must exist **before** tools are needed,—**not after**. The teacher may assist the student in discovering worthwhile and interesting problems. But the student's response is apt to be poor if the teacher arbitrarily assigns problems which interest her, regardless of the interests of the students. As experience amply proves, it is almost impossible to interest every student in a class. But if each teacher will keep in mind that interest generally precedes learning, then a great deal of waste of human energy may be avoided—for the teacher as well as the pupil.

When the teacher faces her class at the beginning of a term, she is not prepared to meet the full responsibility and opportunity of the occasion unless she can answer the following questions, without qualifications, in the affirmative:

1. Am I prepared to teach this subject?
2. Do I see each student as an individual, eager for all that I can give of my store of knowledge and inspiration?
3. Do I consider character training to be of more importance than the giving of information?
4. Knowing that boys and girls learn largely by imitation and emulation, am I willing to order my own conduct, both in school and out, in harmony with the ideal for which I am expecting the students to strive?
5. Am I willing to be a personal friend of each student in my class?
6. Am I willing to give more than is outlined in the text book and manual?

If each teacher can answer these questions in the affirmative, then the high schools will prosper, and each student will go forth well equipped to meet the tremendous and complex demands of modern society.

GRAPHIC ART

GENERAL AIMS OF GRAPHIC ART:

The high school graphic art courses are planned to meet the needs of two groups of students:

- First. The large group who have little or no talent, but who can be trained in taste and in whom the powers of observation and appreciation can be developed. All their lives they will have to make selections, and we aim to set up standards which will guide them in choices involving color, design and appropriateness. In this way they will be better fitted for a wise and happy use of leisure, for worthy home membership, and for citizenship.
- Second. The much smaller group of students who possess considerable talent and who can receive, in addition to the training in appreciation, technical training which is, for them, definitely vocational in character.

SUBJECTS INCLUDED IN GRAPHIC ARTS:

1. Freehand Drawing 1 and 2.
2. Design 1 and 2.
3. Commercial Art 1 and 2.

Note—Commercial art is better taught as a one year subject of five double periods a week, but if local conditions require it, the pen and ink work and the brush and color work may be given as two different courses (as at McKinley) in alternate years. More students are able to elect a one-half unit subject, but in the years when pen and ink drawing is not taught there is great difficulty in regard to the school annual, and similar difficulties in regard to the posters for school activities when that side of the work is not given, so we consider this arrangement very unsatisfactory.

To really meet the art needs of an increasingly large group of students there should also be offered a course in Applied Design or Craft Work.

FREEHAND DRAWING

SPECIFIC AIMS OF FREEHAND DRAWING:

1. To teach appreciation of art through an understanding of the principles involved in making a good drawing.
2. To cultivate taste through the study of works in art of many kinds.
3. To give the student the ability to express himself by means of a universal graphic language.
4. To give such knowledge of fundamental processes as will lay the foundation for further work in Graphic Art.
5. To give a course meeting college entrance requirements in Freehand Drawing.

PUPIL ACTIVITIES IN FREEHAND DRAWING:

The most vital projects will be those suggested by the pupils themselves, or by local conditions. The following may prove suggestive of many more:

Theory of perspective may be made interesting by having pupils sketch beautiful parts of the school or other buildings; or by planning beautiful, well arranged home interiors, etc.

Drawing of still life groups may be used for posters. In connection with composition of still life groups emphasize beauti-

ful arrangement of ornamental objects in the home. Several lessons of this nature may be given on flower arrangement and on suitable receptacles for flowers. Empty bottles and jars may be painted for use as vases in classrooms or at home. The average student here is strangely blind to the natural beauties surrounding him till his eyes have been opened by outdoor sketching and by study of landscape paintings of many kinds. (Be sure to include examples of Oriental Art.) While this is a course in drawing, there should be enough design, poster making, skill and an intelligent basis on which to elect further art courses. (In schools where advanced courses are not given there should be more of such work. In those cases it might be well to form a separate section of those students working for college entrance.)

TEXTBOOK IN FREEHAND DRAWING (Required)

Harold Haven Brown, "Applied Drawing," (Atkinson). Certain parts of the book will be carefully studied. Other parts used for reference material. The same text is used in all the art courses.

MINIMUM ESSENTIALS IN FREEHAND DRAWING:

First Semester—

Pencil Drawing in outline, and in full light, and shade of non-symmetrical objects and of objects based on the sphere and cylinder, singly and in groups.

Composition: Still life, flowers, notan.

Values. Some understanding of values, and of expressing nature of surfaces by values and by technique chosen.

Lettering. One good upper case alphabet used on at least one sign or poster.

Design. Block printed Christmas card or similar project.

Second Semester—

Pastello or water color drawing of a wide variety of subjects.

Composition. Landscape.

Color. Values in color—emotional values of color—color in different schools of painting.

Perspective Theory. Angular and Oblique perspective.

Lettering. Lower case alphabet. Two posters.

Designs, and applied design suggested by local conditions.

DESIGN 1 AND 2

Time: Five 45-minute periods with homework; or much better, five double periods a week without home work.

Note: If possible, organize different sections for boys and girls as applied work varies greatly.

SPECIFIC AIMS OF DESIGN:

1. To give an intelligent appreciation of basic art principles.
2. To give a creative interest in order which will make the student dissatisfied with chaos and discord.
3. To teach the artist's way of working and respect for the artist's work, through creative effort on the part of each pupil.
4. To stimulate the desire to belong to the class of citizens who demand quality in all products.
5. To develop the creative power of the student, and enable him to use it in making artistic articles for the home, for personal adornment, and for sale.

PUPIL ACTIVITIES IN DESIGN:

The whole course should be developed by a series of projects. The teacher must be on her guard, however, to see that they introduce a sufficient variety of design principles.

A part of the time should be devoted to a discussion of suitable and artistic dressing for various occasions and for varied types of individuals, becoming colors, and appropriate accessories, as jewelry, etc. Boys will enter into this work if allowed to approach it from the angle of stage costuming. Other periods should be used for a discussion of design in the home color themes, ornaments, etc.

Pupils should keep note books, illustrated with tracing, original designs, and clippings.

TEXT—BROWN "APPLIED DRAWING" (ATKINSON)

MINIMUM ESSENTIALS IN DESIGN:

Any course in design should give an understanding of the following basic principles:

Repetition
Rhythm
Balance
Harmony
Dominance and Subordination
Notan, or dark and light
Color

The student should understand the difference between the following classes of design, be able to make a design of any class, and know under what circumstances it might be appropriately used:

Abstract
Conventional
Geometric
Naturalistic

The student should be able to make or adopt design to fit any given surface area, turn corners, etc., and should understand the technical requirements of, and be able to design for several of these or similar crafts:

Stencilling	Gesso
Blackprinting	Enamelling
Batik	Wood Carving
Tie and dye	Leather tooling
Embroidery	Colored cement
Painting on parchment or textiles.	

COMMERCIAL ART 1 AND 2

Credit and time (see note "Subjects included in Graphic Art Department.") Prerequisite at least one unit of art with a grade of B.

SPECIFIC AIMS OF COMMERCIAL ART:

1. To teach appreciation of art in commerce.
2. To give those students, who show sufficient interest and ability, specialized training leading to either an interesting and remunerative avocation or even to a vocation.

PUPIL ACTIVITIES IN COMMERCIAL ART:

Posters may be made for many school and community activities. A student usually takes more interest however in a poster which can actually be used to advertise goods in his

father's or friend's store than in one for school use. The teacher must be on her guard to see that sufficient variety of technical problems are introduced and that enough time is allowed on a project to make it of educational value.

Pen and ink drawings and linoleum blockprints may be reproduced in the school papers or annual. Christmas and other greeting cards may be designed. Students who are interested should spend some time on scientific drawings of plants, fishes, etc.

Labels, trade-marks, advertisements of local products and local stores will create interest and may prove of commercial value. Pupils should form individual clipping collections of work in papers and magazines having special art value.

MINIMUM ESSENTIALS IN COMMERCIAL ART:

The pupil who has completed the course should meet the following requirements with a fair degree of skill and understanding:

1. Be able to make a well planned, well executed poster, show card or advertisement with lettering and coloring in harmony with main purpose.
2. Have a knowledge of a large variety of techniques and materials and the ability to choose those by which the mental concept may be most effectively expressed.
3. Be able to letter any of the standard types of alphabet with brush and pen, and know when it may be most fittingly used.
4. Be familiar with methods of reproduction and be able to make drawings which meet the requirements; especially to be able to choose the pen and ink technique best suited to the grade of paper chosen.

BIBLIOGRAPHY FOR REFERENCE MATERIAL:

For Teachers:

Boas: Art in the School—(Doubleday, Page & Co.)

For Teachers and Pupils:

Dow: Composition—(Doubleday, Page & Co.)

Guptill: Sketching and Rendering in Pencil—(Pencil Points Press, N. Y.)

Heckman: Painting of Many Lands and Ages—(Art Extension Society, 415 Madison Ave., N. Y.)

Lemos: Applied Art—(Pacific Press Pub. Association).

Neuhaus: Art Appreciation—(Ginn & Co.)

Reinach: Apollo (and other vols. in this series)—(Scribner's Sons).

Tannahill: P's and Q's—(Doubleday, Page & Co.)

Magazines: Design; School Arts Magazine.

Much helpful material may be found in current numbers of the Women's Magazines, as "Ladies' Home Journal," Curtis Publishing Company, or "Woman's Home Companion." The advertising pages of these and other magazines furnish valuable reference material for Commercial Art.

There should be in every school a well mounted, well classified collection of art reference material which should include examples of the following:

Reproductions of paintings—preferably in color, photographs of famous examples of sculpture and architecture.

Examples of a wide variety of historic and modern designs.

Good examples of Oriental Art in reproductions or originals.

A few well chosen examples of Hawaiian Art.

If teachers and pupils are interested, such a collection may be made in a few years with very little expense.

HAWAIIAN ARTS

GENERAL AIMS:

1. To conserve the handicraft of the Hawaiian people.
2. To provide a profitable avocation—(the students find ready sale for articles).
3. To teach an appreciation of the old Hawaiian's handiwork.

SUBJECTS INCLUDED:

Lauhala work.
Fish nets.
Feather work.
Quilting.
Fancy weaving and decorating.
Hut building.

COURSE OF STUDY:

Beginning work:

1. Preparation of materials:
Cleaning, stripping, softening.
2. Finger practice on the more simple weaves and coarser materials.
 1. Plain mat weaving.
 2. Blotters.
 3. Doilies.
 4. Hula skirts.
3. Advanced elementary work.
 1. Purses—all sizes.
 2. Slip-overs for books and blotter corners.
 3. Hand bags.
 4. Album and book covers.
 5. Fans.
 6. Baskets and jewelry boxes.

Advanced Work:

1. Doily sets.
2. Mats—large for floor and couches.
3. Hand bags.
4. Picture frames.
5. Laundry baskets, waste baskets, sewing baskets.
6. Hats—braided and blocked.
Weaving used: Straight, diagonal, single and double.
Different edges and endings are introduced.
7. Fish nets—different kinds of mesh—repairing.
8. Feather work.
9. Quilting—designing and construction.
10. Hut building.
11. Feather and flower leis.
12. Tapa work.

MATERIALS AND SUGGESTIONS:

Teach the students to collect and prepare his own material as far as possible.

Visit museums to see work done by others, in order to inspire pupils.

Visit old Hawaiian homes to see work done by them, such as the making and repairing of quilts and mats.

See books and documents at Bishop Museum, and Public Library in Honolulu.

MUSIC

GENERAL AIM:

1. To develop in all students an appreciation of music.
2. To give some training in music to those students who are interested and have an aptitude in this direction.

VALUES:

1. Worthy use of leisure.
2. Its value as a socializing force.
3. Its value as a vocational subject.
4. Its aesthetic nature.

Three types of pupils to be considered in organizing the musical program of the school:

1. Those little interested and non-musical.
2. Those interested but not particularly talented.
3. Those who are talented.

OPPORTUNITIES RECOMMENDED FOR EACH TYPE:

First type—offer chorus and orchestra, but do not require.

Second type—electives—chorus, orchestra, appreciation of music, theory, glee club.

Third type—chorus, orchestra, glee club, theory, applied music, and appreciation.

(In regard to first type—we do not deny the sight of the masterpieces of art to pupils who show no aptitude for drawing; we should not deny beautiful music to those who show no aptitude for singing.)

RECOMMENDATIONS CONCERNING CHORUS:

1. Where the music interest is great, the committee recommends required chorus attendance.
2. Where the music interest is slight, it may be wise to have elective chorus; but to require attendance at regular musical assemblies.
3. Where chorus singing is weak, the glee club membership should be large, and where the chorus singing is good, membership in the glee club should be restricted and a superior type of performance be required.
4. In no case should chorus singing be omitted.
5. In the larger high schools, it may be wise to have two or three choruses.
6. Stress should be laid on two points:—first, the use of music as a means of emotional expression; and second, the development of a more intelligent understanding of music. The efficient conquering of one song after another, with no thought for comparative musical merit cannot be considered as being a satisfactory musical training. Correct use of the voice and intelligent phrasing and interpretation of music should be the rule. Some knowledge of the composers should be required; and the use of selections from operas, oratorios, or cantatas should be made the occasion for study of these forms.
7. Phonographs should be used as an integral part of the musical appreciation program.

RECOMMENDATIONS CONCERNING ORCHESTRA:

1. Orchestra should be offered in the grades, and junior high school, so that the high schools may have a working start.
2. Orchestra should be offered in all the years of the high school.

3. The more expensive instruments should be bought for, or by, the school, such as the piano, 'cello, French horn, oboe, etc. Only by such instruments can richness and sonority be secured.
4. It might be well for a student to use a school instrument for six months; then buy his own.
Private lessons from capable teachers outside of school should be recognized, and regular high school credit might be given to music students.

A NEED FOR MUSIC IN HAWAII:

Many of our students have a great deal of natural talent, but they lack technical training and appreciation for the best music. The committee feels that both the elementary and high schools are facing a difficult problem in attempting to develop an adequate musical program; but it can be solved with the proper cooperation and effort. It is recommended that recognized music test, such as the Seashore test, be given all students in order to discover those of musical ability, and especially, that this test be given those students who contemplate a specialized training.

PHYSICAL EDUCATION

The laws of nature are definitely fixed and cannot be changed. It is our duty to interpret them to the best of our ability, and apply them to the fullest extent possible.

AIMS OF PHYSICAL EDUCATION:

1. To build character.
2. To develop the body and mind.
3. To form health habits.
4. To teach proper use of leisure time.

RECOMMENDATIONS:

Three 90-minute periods per week.

Hygiene to be taught and special lectures given during regular physical education class periods.

One credit combined physical education and hygiene required for graduation.

That each student be required to make complete change of clothing and take shower bath after exercises.

That each student be required to take doctor's examination.

That intramural sports be an outgrowth of organized group games.

That school teams be an outgrowth of, and incidental to, a well organized physical education program.

WORK TO BE ACCOMPLISHED:

1. Build character through recreational activities which teach good sportsmanship, cooperation, school spirit, and loyalty.
2. Form habit of play.
3. Give each student a thorough knowledge of their physical defects and a way to remedy them.
4. If possible, bring each student to normal weight by removing handicaps such as infected tonsils, poor teeth, etc., and encouraging proper habits of eating, sleeping, and disposal of waste matter of the body.
5. Correct bad posture.
6. Clear the skin; i. e., remove pimples and temporary blemishes.

METHOD OF CLASSIFICATION:

1. Normal boys.
2. Normal girls.
3. Handicapped boys and girls.
 - (a) Sun Class.
 - (b) Special Cases.

The above classification should be determined:

- (a) by knowledge obtained from doctor's physical examination.
- (b) three point classification (age, weight, and height), and
- (c) personal interviews.

Normal Boys.

1. Mass games, with few rules for large groups.
 - a. Batball.
 - b. Punting and passing football.

2. **Organized mass games.**
 - a. Tug of war.
 - b. Relays.
 - c. Three deep.
3. **Competitive group games.**
 - a. Basketball.
 - b. Football.
 - c. Hockey.
 - d. Relays.
 - e. Soccer.
 - f. Swimming.
 - g. Track and field.
 - h. Volleyball.
4. **Suggested methods of grouping.**
 - a. Groups chosen at random.
 - b. Clubs.
 - c. Weight groups.
 - d. Age groups.
 - e. Classes.
 - f. Any physical division (R. O. T. C. units, etc.)
5. **Individual competition.**
 - a. Boxing.
 - b. Gymnastics.
 - c. Individual events such as push up, pull up, and bar vault.
 - d. Swimming.
 - e. Track and field.
 - f. Tennis.
6. **School of Soldier.**
Fundamentals of infantry drill.
7. **Bibliography.**

Spaulding's Athletic Library. (American Sports Pub. Co., 45 Rose St., N. Y.)
 Hammett and Lundgren: How to be an Athlete—(D. C. Heath & Co.)
 Haughton: Football and How to Watch It—(Little, Brown Co.)
 Rockne: Football—(Devin Adair Co.)
 Gill: Track.
 Zuppke: Football Technique and Tactics—(Bailey & Haines, Champaign, Ill.)
 Ted Meredith: Track.
 Jones: Basketball from a Coaching Standpoint.
 Maenwell: Basketball.
 Archie Haley: Track (Sprints).
 Bab Comstock: Track (Long Distance).
 Clarke and Dawson: Baseball (Scribner).
 Mike Murphy: Athletic Training (Scribner).
 Tilden: Tennis.

Normal Girls.

Volleyball, Basketball, Indoor Baseball, Tennis, Swimming, Track, Dancing (Social and Aesthetic), and Group Games.

Bibliography:

Brown and Mitchell: Theory of Organized Play; Practice of Organized Play—(Barnes Co.)
 Walter Camp: Athletics All—(Scribner).
 Foster: High School Athletics—(Johnson Pub. Co., Richmond, Virginia.)

Paul Monroe: Educational Value of Athletics—(In his Principles of Secondary Education)—(Macmillan).
 Steward Staley: Individual and Mass Athletics—(A. S. Barnes Co.)
 Steward Staley: Games, Contests and Relays—(A. S. Barnes Co.)
 Wayman: Education Through Physical Education—(Lea & Febiger).

Handicapped Girls and Boys.

1. **Sun Class**—Students fifteen or more pounds underweight.
Suggested Program: Rest in good posture—developing position in sunshine. (Use “progressive insolation”).
 Extra nourishment. (Milk, graham crackers, etc.)
 Dress—Bathing Suit.
2. **Special Class**—Students eight to fifteen pounds underweight, subnormal in appearance, bad posture, heart cases, recent operative cases, excessive weight, etc.
Suggested Program: Corrective gymnastic games, and attention to nutrition. Make the work progressive with the normal class the objective.

Bibliography—Nutrition.

McCallum and Simmons: The Newer Knowledge of Nutrition—(Macmillan Co., N. Y.)
 Swartz, Dr. Mary: Feeding the Family—(Macmillan Co.)

Corrective Gymnastics

Crompton: The Pedagogy of Physical Training—(Macmillan) Bellows, Miss Jane: Individual Exercises—(Woman's Press, N. Y.)
 Drew: Individual Gymnastics—(Lea & Febiger, Philadelphia, Pa.)

HYGIENE PROGRAM:

1. Physical examination should include:
 - a. Head (Eyes, Ears, Nose, and Throat).
 - b. Trunk (Heart, Lungs, Spine and Reproductive Organs.)
 - c. Feet.
2. **Proper instructions in:**
 - a. Sleep.
 - b. Water.
 - c. Diet.
 - d. Bathing.
 - e. Evacuations.
 - f. Exercise.
3. **Use Text Book.**
4. **Suggested lectures on:**
 - Sex Hygiene.
 - Framework of Body.
 - Health and Feet.
 - How Food is Digested.
 - Reproductive Organs.
 - Health of the Ductless Glands.
 - Work of the Blood.
 - Muscular Development of the Body.
 - Learning to be Attractive.
 - Home Care of the Sick.
 - Pure Milk and Water.
 - Patent Medicines.
 - Respiration and Ventilation.

What to do in Emergency.
Communicable Diseases of the Islands.
Constipation.
Colds.
Individual Health Charts.
Wounds and their Care.
Care of Hands, Hair and Skin.
Care of Mouth and Teeth.
Proper Cosmetics.
Personal, Home, and Civic Cleanliness.

BIBLIOGRAPHY—GENERAL:

Lippett: Personal Hygiene and Home Nursing—(World Book Co., Yonkers, N. Y.)
Andres and Evans: Health and Good Citizenship—(Ginn).
Pyle: Personal Hygiene (W. B. Saunders).
Gulick: Emergencies—(Ginn & Co.)
Leonard: Manual of Bandaging—Illustrated Medical Journal.
First Aid—Boy Scout Handbook.
Magazines: Hygeia—(American Medical Association).

SEX HYGIENE:

Catherine L. Latimer: Girl and Woman—(Appleton Co., N. Y.)
Recommended by State Board of Health, California.
Galloway: Sex and Social Health—(American Social Hygiene Association). Recommended by National Girl Scout Headquarters.
Publications on Social Hygiene—California State Board of Health.
M. J. Exner: Question of Petting—(Association Press). National Girl Scout Headquarters.

PLAYGROUND SUPERVISION

Credit to depend upon work done.

Minimum Time.

Five 45-minute periods per week.

Three 45-minute periods per week in school and one 90-minute period after school.

AIMS:

1. To develop ability to lead in games, stunts, and other physical activities.
2. To develop competent officials for the games of the playground.
3. To develop assistant coaches and supervisors of boys' and girls' athletics.
4. To develop an improved code of sportsmanship in pupils with natural leadership ability.

OUTLINE OF COURSE:

1. Mass games.
2. Semi-organized games.
3. Organized games.
 - (a) Theory and practice in fundamentals.
 - (b) Knowledge of official rules.
 - (c) Literature.
4. Group organized games.
5. Individual athletic events.
 - (a) Athletic ability tests.
 - (b) Track and field events.
6. Care of athletic equipment.
7. Schedule making, scoring, classification, etc.
8. Sportsmanship, character education.
9. Practical first aid.
10. Leisure time activities.

SUGGESTIONS:

Pupils enrolled in this course should have weekly consultation periods with the instructor, during which time the problems which have developed, and which are likely to arise in the class program, should be carefully gone over.

The course should be mainly a practice course in handling boys' and girls' athletics.

Every opportunity should be given the pupils to coach or officiate. The various playground leagues would no doubt be glad to use volunteer officials for their organized games; and this would be valuable experience in addition to the required program.

A school program of intramural athletics should be organized and conducted after school hours by the students of the course.

Notes and Criticisms

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